

# The BULLETIN

## Of The

### Columbia Scholastic Press Advisers Association

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## CONTENTS

|   |                                  |    |
|---|----------------------------------|----|
| Giving Daily Paper Freshness<br>To Your School Monthly            | <i>Lt. Charles Stribling III</i> | 1  |
| What Makes A Medalist Annual?                                     | <i>Mary E. Murray</i>            | 3  |
| Interviews Can Add Vitality<br>To A Newspaper Or Magazine         | <i>The Editor</i>                | 7  |
| News Sources For School Papers                                    | <i>Oliver G. Campeau</i>         | 9  |
| 200 Synonyms For "Said"   |                                  | 12 |
| Notes From The Editor's Desk                                      |                                  | 13 |
| "A Few Don'ts Concerning Yearbook<br>Content For The New Sponsor" | <i>Ronald Bing</i>               | 15 |
| Student Opinion Polls Provide<br>Much Information For Articles    | <i>The Editor</i>                | 18 |
| Guide To Good Books   | <i>Hans Christian Adamson</i>    | 21 |

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Bryan Barker, Editor

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# YOU ARE CORDIALLY INVITED

to enter your newspaper or magazine in the  
30th ANNUAL NEWSPAPER  
CRITIQUE and CONTEST  
of the  
COLUMBIA SCHOLASTIC PRESS ASSOCIATION

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Deadline For Newspaper Entries Dec. 10, 1953

Deadline For Magazine Entries Jan. 15, 1954

Ratings Announced March 12, 1954

at the 30th Annual Convention to be  
held at Columbia University, Thursday,  
Friday, Saturday, March 11-12-13, 1954.

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For further information, write:

**Columbia Scholastic Press Association**

Box 11, Low Memorial Library  
Columbia University, New York 27, N. Y.





# **Giving Daily Paper Freshness To Your School Monthly**

By Lt. Charles Stribling, III

Adviser, Missouri Military Academy "Eagle"

*As there are now quite a few school newspapers published monthly, the editor asked the adviser of one of the best of them to write an article with specific reference to them and their problems. The headline above is by the author, too*

School papers published monthly in these days of more elaborate publications and stiffer competition in press contests are facing a dilemma: How is the liveliness of better dailies and school weeklies to be emulated when, for the monthly, school news backlog for an entire month previous to the printing of the paper?

Private school paper advisers, many times operating on a minute-to-minute basis as at Missouri Military Academy, are perhaps even more hard pressed in publishing pages of happenings which contain elements of a NEWSpaper rather than those of a diary or history book.

Granted, it is no difficult matter for the adviser, after receiving copy, headlines, and layouts from his staff, to proceed to doctor the paper to suit his "better" judgment, thereby increasing his chances of winning a medalist rating but decreasing the chances of his staff for learning better journalism.

Ethics would seem to dictate, therefore, that a few principles, skillfully imbued into the mind of writers and editors — instead of furious last-minute re-writing and re-pasting by the "old man" — should do the job of freshening the monthly paper.

A few such principles which the writer has found valuable are:

## *1. Drill in the deadline and publication date idea*

At the first staff meeting for the coming issue, impress upon your reporters the fact that, though many stories are due at a deadline only a week or 10 days hence, the paper itself will not reach the student readers for three or perhaps four weeks. Create the mood which will prevail on campus at press time, i. e., it will be a week before Christmas holidays, or the day of the Homecoming football game, or the week of semester exams, or basketball tournament time. Have a large calendar handy with the two big days — deadline and publication — clearly pointed. Insist that dates in leads read "today" or "Tuesday" or "tomorrow" rather than "March 12" or "last week." Story assignment sheets should be filled with future stories, pieces that will highlight coming events which literally may be months beyond the time of your meeting.

## *2. Discourage history-book writing*

Show your writers copies of good daily papers. Explain how reporters, desk men, and layout workers have made each page a "want to read" page. An exchange file will normally contain an adequate supply of good and bad, of fresh and stale monthly school papers.

When sports reporters cover their stories on a game to game basis, call them together and ask for ideas on combining three or four contests, condensing the results and freshening the lead. Have these writers carry their teams' schedules and keep them up to date. The fact that the junior varsity won a terrific game last week does not outweigh — newswise — its plans for a more minor game the night of the paper's appearance. Encourage discreet browbeating of coaches for news that will still be news in three or four weeks.

If last night's football game was so important that it must receive top display in next week's paper, assign a bold face squib for insert, reminding your readers that "the Colonels will try their new short punt series against the high-flying Jefferson City Jays in a game here Friday night."

*3. Show school officials that they can help keep their paper lively.*

Begin early to encourage frequent publication and revision of calendars of events. Keep two or three posted for your staff. Explain to legmen that patience will win many a choice feature from harried officials and teachers. When prominent events, a prom, a senior play, or government inspection (certainly familiar to the many military school paper advisers), recur year after year, be quick to expose the lazy reporter who consults previous years' files and comes up with a story which sounds suspiciously familiar. Politely explain that new angles on the event, old as it may be, are available if he will visit his source again and work towards a good story. If good public relations has won teachers, principals, and superintendent, your boy will get his story the right way.

*4. Keep pictures in mind.*

Posing a Santa Claus or Christmas party picture during the second week of November will appear outlandish to some of your staff. But the adviser faced with small town, photo, engraving, and mail services knows well the advisability of far-reaching picture planning for his paper. An excellent shot of a touchdown run or an autumn dance may seem ridiculous when it appears in January because of failure to plan.

*5. Make-up should reflect daily paper liveliness.*

Too often excellent secondary school writing draws no readers because of its appearance in seemingly interminable inches of unbroken Roman type. The better school papers, it has been noted, seldom carry stories of more than 300-400 words in length; some editors apparently make it a hard rule that stories are not to be jumped to succeeding pages, thereby assuring reader interest which might wane. Too, there are occasional papers which go overboard in imitation of lurid tabloid dailies, with large black headlines of all styles and faces and little indication that there is a headline schedule available. Dailies which consistently win awards for their make-up should serve as excellent models for the neophyte pot-and-scissors man.

*6. Be consistent in distribution.*

Try to have the paper in the hands of your campus readers at the same time on the same day each month. Get them in the habit of expecting and receiving—On Time. When mechanical breakdowns at the printers threaten, give the company a few extra hours on each pressday. Show the reader that he can expect his Eagle or Log or Breeze with the same regularity as his Times or Post-Dispatch.

*7. Add zest to schoolboy news-*

*papering with an occasional extra.*

An inexpensive one-page special edition can do much to show the student body that their paper's staff is genuinely interested in doing a good job of covering the campus. Good extras have been published concerning vacation dates, announcement of all-state athletic teams, or important changes in curriculum. They'll spark your staff's enthusiasm, too.

*8. Make your own interest evident.*

An enthusiastic adviser hardly can be expected to maintain a hands-off attitude in developing his paper's newsworthiness. Pitch in when the

occasion demands and lead the way. Get film, galley proofs, and cuts to your staff on schedule. Explain your problems as an adviser and be prepared to give help on theirs. Make it evident that you're one of the staff, not an outsider rushing or pulling to gain personal prestige and earn your pay.

Above all, keep newspapering interesting for your staff. As they learn the paper is their baby and grow into a feeling of responsibility toward their jobs, you may be surprised to find that what was formerly a lifeless and haphazard monthly is now as important in its sphere as tonight's late editions.

## What Makes A Medalist Annual?

By Mary E. Murray

*This fine, factual, down-to-earth article on how to improve yearbooks is reprinted from the May, 1951, issue of The Advisers Bulletin. Its author is a former editor of this publication and adviser to the Alcohi Mirror of Allegany High School, Cumberland, Md.*

Producing a personable yearbook is synonymous with journalistic enterprise. Having chosen an appropriate and timely theme, synchronized with the art and photography of the book, no yearbook has personality unless it possesses such other invaluable assets as lively make-up, informal pictures that tell a story, quick and easy identification of groups and individuals, and purposeful advertisements.

Having developed the theme, it is essential in editing the annual to follow a set editorial form or sequence. Two accepted styles are the traditional or departmentalized layout and the chronological or streamlined arrangement. The pattern of the former is one of orderly progression from one section to the other, each complete and distinct in

itself. The modern streamlined style narrates chronologically the activities of the school year.

Both styles have their advantages. The former is more readily acceptable to the average staff because the pattern is set; however, if that style is chosen, it is essential that the staff follow a clearly defined divisional arrangement without digression. The streamlined style permits of more ingenuity in photography, more freedom in writing, and more diversity in make-up.

The inclusion of an elaborate opening section that does not correspond with the remainder of the book is a fallacy because a book is judged in its entirety. Color used conservatively brightens the pages and gives sparkle to the layout.

Montages and superimposed pictures are invaluable if the budget permits without curtailment elsewhere.

The opening section should include the sub-title, title page, foreword, table of contents and dedication. Should the opening pages be printed on paper of a different texture, it is necessary that these pages comprise an even signature.

A necessary feature of the annual is a complete table of contents which makes it possible to find the administration, faculty members, organizations, sports and other activities with no waste of effort.

The dedication should be simple but effective. A brief sincere message is much more appropriate than a lengthy resume of the service the dedicatee has rendered the school and community.

Pictures of the school enhance the book and give the reader an overall background for the more intimate glimpses within its classrooms and halls. Care should be taken to avoid the overemphasis of views of the building. Greater appeal can be obtained by the inclusion of student life in such pictures. Pictures of the school environments are more interesting, too, when students form the background.

In presenting the administration, informal group pictures have the most appeal. Most interesting and natural arrangements can be obtained by planning these pictures with meticulous care. The students see the faculty in candid poses daily and yet very few yearbooks present an attractive layout of the administration. Frequently it is because little emphasis is given to it in the planning. In many schools, notice is posted in advance of the day and hour for individual and group student pictures. Faculty pictures

should be given the same consideration. If the budget will not permit of candid individual pictures, departmentalized faculty groupings provide a natural atmosphere. Other administrative groups should also be presented in typical routine poses. The maintenance department and the cafeteria staff should not be overlooked if complete coverage is to be obtained. Write-ups should be closely associated with all pictures so as to give a complete story in a minimum of space.

In the senior section, the individual portraits should be of uniform size with light backgrounds arranged alphabetically. Black backgrounds reproduce dark gray, while portraits made with diffused lighting likewise do not make distinct halftones. Each senior should be identified by name and activities. His curricular, as well as extracurricular, achievements are axiomatic, since a school is basically academic or vocational. All write-ups should be carefully edited and arranged so they can be easily associated with the correct pictures.

A modern annual is incomplete unless it contains pictures of the underclassmen, presented as a class, in home room groups, or by individual pictures. Usually the first mentioned is unsatisfactory because most classes are too large for a clear group picture in which the students are readily recognized and easily identified. The latter is frequently too expensive for the average budget. Home room groupings, then, are most feasible for a pleasing presentation of the underclassmen. They lend themselves to a more attractive make-up, too, if each group has a different background, uniform head size, and numerical equality. Students should always be clearly identified. In the underclass section, an informal group

picture of the class officers and a typical classroom candid shot are invaluable. Copy is essential and should be sufficiently inclusive as to give a brief summary of the activities of the class.

A good annual does not limit its content to the formal life of the school, but carries a complete account of every important event which occurs during the year. It reflects in its pages the atmosphere of the school, giving attention to the arrangement of each group so that the picture itself tells the story and the copy enhances it. Group pictures are cropped carefully to eliminate unnecessary foregrounds and backgrounds. The engravings are sufficiently large so that the individual is accentuated rather than dwarfed into a good sized ink spot.

The editorial content is as interesting and entertaining as the pictures. Unlike the proverbial dull, lifeless, monotonous copy of many annuals, it lives, breathes, pulsates with vitality — in plain words, it is very readable. A good yearbook is more than a chronology; it is a history. Therefore, the copy should present the life of the student body in a world setting, with the modern trend as the keynote of their activities.

Extra-curricular activities should be well balanced so that no one activity is given precedence over another. Music, drama, clubs, and other organizations on the school agenda receive proper evaluation in a well planned yearbook. Sprightly copy giving the purposes and accomplishments of the year are essential so that the value of the organization to the school is understood and appreciated.

Since athletics play such a vital role in every school program, a special section is frequently devoted to

its coverage. Individual or team pictures and action shots are invaluable. While it is natural to emphasize major sports, no annual is a complete chronicle of the school year unless it takes cognizance of the minor sports: junior varsity, intramurals, girls' sports, and other gymnastic activities.

The social life with its proms, plays, concerts, assemblies, and other traditional events, is part of the well rounded calendar of school events. Too much emphasis should not be given to this phase of school life; neither should it be omitted. Without it, the annual is similar to a jigsaw puzzle sans the last piece. The picture is understandable but incomplete.

Since the school life section is apropos, it should be presented in such an attractive way as to make its inclusion worthwhile. A single page crowded with small pictures, each of which is numbered and vaguely identified, is a waste of time, money, and energy. It would be better to be guilty of the sin of omission than of commission by so including it.

A good yearbook does not devote space to the publication of a class history, will, or prophecy. These rightfully belong in the school newspaper. Neither does it give prominence to celebrity contests and other student polls.

The last section of the book is certainly not the least in importance. The advertising section makes or breaks the annual. In too many books, these pages are so similar to the classified section of a telephone directory, that the reader closes the cover when he reaches them. The advertisers support the book financially. With them, the purchase of the ad is a business proposition; not a charitable contribution. Instead of developing

the advertising copy from the student angle, with members of the class modeling for the ads, too frequently the staff follows the line of least resistance and publishes complimentary ads which are mere name cards. The smallest ad can convey a good selling point if properly edited. Sometimes a series of original verses or parodies can be carried through the advertising section; at least this section should not be stereotyped. Live copy is as necessary in the ads as in any section of the book and the same

care should be devoted to editing it.

A concluding page to tie the book together by explaining tersely the conclusion of the theme gives completeness and finality to the project.

Journalistic entrepreneurs combine lively pictures, purposeful copy, significant captions, and attractive advertisements with meticulous care to produce a publication which is and will remain a living and integral record of their school life. The result? A medalist yearbook!

#### YEARBOOK ASSETS

1. Theme that ties in with student life and activities and which unifies the annual.
2. Significant pictures; sharp distinct shots that tell their own story.
3. Copy with sparkle and vitality that fits into rest of book.
4. Uniform style in both the literary and the typesetting sense.
5. Balance of facing pages; pleasing informal arrangement of pictures and copy.
6. Variety of make-up with different pattern for succeeding pages to enhance reader interest.
7. Equal emphasis on major activities; complete coverage of all activities with adequate copy.
8. Economy of materials; careful cropping of pictures, with meticulous saving of metal.
9. Functional art that helps to develop theme; moderate use of color.
10. Dignified cover harmonizing in design and color with theme and in keeping with general cost.
11. Care in selecting printer and engraver of reputable fame.
12. Student modeling and careful layout of advertising copy.

#### YEARBOOK PITFALLS

1. Theme remote from school life, as the circus, feudalism, and Hawkshaw, the detective.
2. Stilted, formal groups with similar backgrounds, lacking in personality.
3. Dull copy that lacks unity and punch; frequently too lengthy.
4. Inconsistent in spelling forms, capitalization, and mechanics of writing and printing.
5. Page unity only with unbalanced facing pages that detract from each other.
6. Repetition of make-up over several pages, resulting in monotonous layout.
7. Overemphasis placed on some activity, as football; omission of copy for minor sports or clubs.
8. Failure to crop backgrounds and foregrounds, resulting in wasteful expenditures.
9. Extravagance in decorative art and overuse of color.
10. Ornate cover of heavy embossed leather, regardless of budget or page cutting.
11. Making printing and engraving secondary to number of pictures, pages.
12. Treating advertisements as a source of income only.

# Interviews Can Add Vitality To A Newspaper Or Magazine

By The Editor

*After reading this, turn to the fine article starting on page nine for some further information.*

Vitality, freshness, unusualness, and a contact with the world beyond the school room and campus can be imparted to the school newspaper or magazine by the inclusion of well-written, interesting interviews. The more celebrated the person interviewed, of course, the more unusual, in most cases, will be the reader attraction of the printed article, particularly if it is headlined in a vivid manner, even though the person questioned may not have said very much.

"It is all very well writing words like that," some critic will say, "but have you as faculty adviser to a weekly newspaper in a boarding school for 400 boys between the ages of 14 and 18 made a reality of such advice in your own paper?" The writer can say yes to this, although some of the interviews printed were rather slender in news content, and some of them could have been better written.

Here are a few names of people who have been interviewed by reporters on The Mercersburg News since this writer became its adviser:

Harry S. Truman, Cordell Hull, Jim Farley, Thomas E. Dewey, Jimmie Stewart (the film actor), Sarah Churchill (daughter of the British Prime Minister), two New York Times sports writers, a Negro painter, Pope Pius XII (in the small group interview), missionaries to China and Japan, an army chaplain, a German-Jew refugee, at least three congressmen, Dean of Admissions to Princeton.

General Charles Sweeney, a Fifth Avenue fashion expert for men, a convict who had served a 15-year term for murder, a local barber on his 50 years' experiences, president of the Pennsylvania Game Commission, Lieutenant General Del Valle, Major General Rockey.

A professional hypnotist, Leland Stowe, a woman war correspondent, Norman Thomas, a criminologist, a Chinese major general, a vice president of an aircraft corporation, and perhaps 50 more celebrities or nonentities of all trades, professions, occupations, nationalities, races, and creeds.

"But," someone may say, "as our school is situated so far away from things and no one of importance visits it, how can we liven our paper with interviews?" You can — if you only will make the effort. Here is a list of local interview possibilities and sources:

Boys and girls in your school who have hobbies, who have traveled, who have had unusual experiences, who have done summer work, or been to summer camps, or taken summer trips; boys or girls in your school or community from other countries who have been used to different social, political, and scholastic systems.

Superintendents of schools, teachers, librarians, athletic coaches, dietitians, chefs, cooks, the very-necessary dishwashers and janitors, and many others around all large and small schools who have essential jobs to do involving quantities

of this and that, time schedules, personalities, weather difficulties, local customs and traditions, and a hundred other things.

Business people, movie proprietors, fireman, dance band leaders, clergymen, district attorneys, judges, bee keepers, dog fanciers, farmers, and a hundred others, all of whom have stories, experiences, problems, and ideas; people in the community who are refugees from other lands; aviators, army and navy men, travellers in foreign lands, parents of students, and many others are all good material for interviews.

"How does one interview a person?" someone else will then perhaps want to know. Seriously speaking, one has to do it to find out. But here are some notes which this writer prepared some years ago for the staff of his school newspaper. These notes could, of course, be improved and easily lengthened. However, they have been helpful; and that is why they are included here.

*Somes Notes On Interviewing  
For The Mercersburg News*

A formal interview with a person is intended to provide a special story about some interesting or famous personality or to present the ideas of some authority. It is well known that celebrities often command great reader interest regardless of what they have to say. However, it is a challenge to a newspaper reporter to get such a person to talk, and perhaps a still greater challenge to write up accurately and interestingly the information secured.

Because of this, all interviews printed in The Mercersburg News, provided they do not have to be edited too much, will carry the name of the writer, or, as it is more commonly known, appear under a by-line.

Shyness, nervousness, and not knowing what to say are usually a beginner's major obstacles. Endeavor to overcome these now, for when you are 40 you will wish someone had helped, or even made, you overcome then when at Mercersburg.

1. Arrange the interview in advance, if possible. Few prominent people will give an audience without a definite engagement. You may have to secure the help of parents, friends, and relatives to get to see the great and celebrated.

2. Know all you can about the person to be interviewed. Be aware of his full name and how it is spelled. If you are not sure of one or both of these, ask the person when you interview him. The same applies to geographical names, technical terms, and the like. Most people do not mind giving this type of information; and they may quietly credit you with observing the most important journalistic rule: accuracy.

3. Outline in your mind a few leading, definite questions that will start and continue the main topic you have chosen for the interview, being guided by the situation, the person, and the progress of the information sought. Worthwhile, interesting matter is what you and everyone else wants to read. The more unusual the information is, the more attractive reading, usually, the interview makes.

4. Meet the person with quiet courtesy. Chewing gum, wearing a hat inside a building, and flaunting sloppy, dirty clothes have never advanced anyone's reputation — neither have the other extremes. Make yourself, your paper, and your mission known in a polite, quietly cheerful, confident manner.

5. Use a note book sparingly. Write in it numbers, spelling of names, technical terms, etc., and

the necessary exact quotations. Try to make your subject feel at ease, for then information comes better.

6. Write the interview soon after it has been obtained and while the impressions are still fresh in your mind.

7. Put the chief idea of the interview in the lead paragraph. If possible, use interesting, colorful words, or perhaps a correct quotation, to do this. Include in the second paragraph the setting, time, place, name of person, and other essential details.

8. Alternate, not too obviously, direct and indirect quotations. Summary paragraphs — all well written, of course — should be used here and there throughout the story to handle the less important

material.

9. The words "I, this reporter, your interviewer," should rarely, if ever, be used in the write up of an interview.

10. Generally speaking, an interview for the Mercersburg News can occupy 14 to 20 inches of printed matter of a 13 ems column (36 spaces on the typewriter), or 10 to 12 inches of printed matter of a 16 ems column (44 spaces on the typewriter).

11. Above all things be accurate. Use quotation marks for words actually used; otherwise give the substance of things said. However, don't let all this scare you from the task in hand. Do it as well as you can. Practice in this, as in everything else, makes perfect.

## News Sources For School Papers

By Oliver C. Campeau

*The adviser to The Loomis Log, the weekly newspaper of Loomis School, Windsor, Conn., a private school for boys, puts into written form a talk he gave at the 1953 convention of The Columbia Scholastic Press Association.*

Few advisers would claim that the gathering of enough material to fill any one issue of the school newspaper is a backbreaking job. Given a school of any size and a staff with even a minimum of imagination and energy, the average sponsor is readily successful in guiding his staff to find sufficient wordage to fill the columns of the weekly journal. If we are to sponsor a paper that will be read with interest, however, and will prove, at the same time, to be an activity attracting to its ranks the best writing talent in the school community, then we must strive for much more.

Part of the task of producing an attractive newspaper can be accomplished, of course, by careful and imaginative makeup, by well-

chosen cuts, and by sparkling and informative headlines. Yet ultimately, the success of a paper must stand or fall on the content of its news articles, and here the job requires some long-range planning.

Admittedly the school paper must carry news of the school's activities, club meetings, student council legislation, a fairly complete picture of the scholastic sports scene, as well as the more important pronouncements of administration and faculty. But we cannot stop there. Needless to say each issue should carry two or three features, which need not necessarily be confined to personalities or doings about the school. Early and effective planning on the part of the staff can put the student reader in touch with

worthwhile happenings outside of the school.

How many school sheets, for example, ever try to give an adequate picture of alumni accomplishments? Such coverage calls for much more than simply scraping together a column of alumni notes; it means, rather, contacting individual alumni, especially those who have been successful in their fields, conducting an interview by mail, if necessary, and then composing articles, the aim of which will be to publicize the influence of the school not only on present students, but on those who have gone before, as well. Needless to say, the personality of the alumnus should be brought into the article by a few well chosen quotations.

And how often our faculty members are completely ignored! They are, of course, mentioned from time to time as they happen to be involved in school activities. But the staff should be reminded that most teachers worth their salt are busily engaged in professional activities outside the classroom and even out-

#### **YOUR PAPER COULD WIN \$100 FOR AN EDITORIAL**

Advisers should watch their mails for an announcement from Freedoms Foundations, Valley Forge, Penna., concerning \$100 awards for outstanding, single editorials, appearing in high school papers, which speak up for the American Way of Life.

Every school newspaper in America is eligible to compete—elementary, secondary, public, parochial, and private.

Although formal entry forms are not required, they may be obtained from Freedoms Foundation, Valley Forge, Penna. The deadline is November 11, 1953, but nominations may be submitted at any time.

side the school. How many students know, for example, that Mr. Smith was recently elected president of his local language group, or even what his group stands for? How many are aware that Miss Jones is serving on a committee to improve the teaching of English? Why shouldn't our school newspapers search out this material and keep the student body informed of the whole educational picture? Educational philosophy, after all, is formulated by our teachers who draw from their experience in the class room.

There are few schools which don't include, let's say, sons and daughters of army personnel, who have had the opportunity for extensive travel. Many schools, both public and private, have exchange and refugee students who are more than willing to be informative when approached by a tactful reporter. Even the parents of students are often engaged in unusual and interesting work, and are good subjects for news features.

It's well within the province of the school newspaper, too, to keep its readers posted on the agenda of the local board of education or board of trustees. Such organizations hold regular meetings, and the subjects discussed and conclusions arrived at are usually available for publication if the paper's staff is energetic enough to go after it.

And let's not neglect the non-faculty personnel of the school. Who knows how many interesting stories could be told by the faithful janitor whom everybody sees but nobody really knows? Perhaps he's an immigrant who could tell of his early days in the old country, or of his adjustment to the ways of the new world. The school secretary can often provide an interesting

slant on the life of the school from her vantage point in the front office. The school dietitian is very probably a mine of information on the eating habits of adolescent Americans. Such people would be flattered by the attention of the school's press, and it does the paper no harm, as everyone knows, to build up good will in every quarter.

News of other schools is in order too. Often nearby institutions are only mentioned when their athletic teams come for the annual contest, but facts about neighboring schools, their enrollment, their courses, their physical plants, their faculty, and their activities are of much more than passing interest to the average student. And as long as we're going outside the school for news — a perfectly legal practice — why not seek some interviews from local celebrities in the fields of politics or entertainment, for example? Our school paper recently carried a feature on Gary Merrill, and in a later issue, a report, from the student's point of view, of Billy Graham's visit to the local scene. The reporter was pleasantly surprised to find that he was able, without too much difficulty, to win an interview with the famous evangelist.

Even in reporting doings about the school, there are ways of avoiding the deadly dullness of rehashing events not only fully familiar to the whole school but stale when they finally reach the columns of the newspaper. A prize for dullness could usually be won, for example, by the story on the speaker at last week's assembly, or the play-by-play review of a recent athletic contest. Much better to anticipate such events! The adviser would do well to encourage his staff to refer often to the school's calendar of events and to keep themselves informed of scheduled occurrences before they

happen. The lively news sheet will carry a full biography of a scheduled speaker before his appearance, along with a few hints on the subject of his talk. Sports events are best handled by previews. These require considerable research on the past successes and failures of the opposing team, including a few facts about some of its players, and the team's strong and weak points. Sometimes it is even possible to get statements from the coaches involved. Such an article would serve the double purpose of providing welcome advance publicity for the athletic contest and attracting many more readers than a resume written after the game.

One final word about some of those colorless factual articles which deal mainly with club meetings, the honor roll, and the numerous activities of any school. As stated above, these must be included, but there are ways of adding sparkle and life to them. It is always possible, for instance, in writing up the activities of any school group, to include some of the history and aims of the organization. It's a good idea, as well, to carry a quotation or two from one or more of the officers of the club. In publishing the honor roll, if that is done, some comment from the head of the school will draw attention to an otherwise unread article, especially if the quotation can somehow be brought into the headline or the lead paragraph.

Only a few of the possibilities for uncovering sources of news and for its more lively presentation have been touched upon. In the last analysis, however, the whole problem is one of imagination, initiative, and planning, and there are few school newspaper staffs which can't claim their share of all of those virtues.

# 200 Synonyms for 'Said'

The following list of 200 synonyms for the word "said" was started by the editor of this publication in 1946. A senior student of the staff of *The Mercersburg News*, the weekly, six-page paper in a private school for boys, of which the *Bulletin editor* is the editorial faculty adviser, declared that "stated" was the only synonym he knew for "said." The interviews the boy was turning in at that time indicated that. It will be realized that some of the words below have quite restricted uses. Any adviser can feel free to mimeograph this list and give to his staff, pin it up somewhere, or make use of it in any way he or she chooses.

acknowledged, acquiesced, added, admitted, addressed, adjudged, adjured, admonished, advised, advocated, affirmed, agreed, alleged, announced, answered, argued, articulated, asked, assented, asseverated, assured, attested, averred, avouched, avowed.

babbled, begged, boasted, bragged.

called, charged, chatted, chattered, chided, claimed, commanded, commented, complained, conceded, concluded, concurred, confessed, confided, confuted, consented, contended, contested, continued, contradicted, counseled, countered, craved, cried.

debated, decided, declaimed, declared, decreed, delivered, demanded, denied, denounced, described, dictated, directed, disclosed, disrupted, divulged, dogmatized, drawled, droned.

elaborated, enjoined, entreated, enunciated, equivocated, exclaimed, exhorted, explained, expostulated.

faltered, feared, fleered, fumed.

giggled, granted, groaned, grinned, grumbled.

haggled, held, hesitated, hinted.

imparted, implored, indicated, inferred, informed, inquired, insisted, insinuated, interrogated, interjected, intimated.

jesting.

laughed, lamented, lectured, lied, maintained, mentioned, moaned, mimicked, mumbled, murmured, muttered.

nagged, narrated, noted.

objected, observed, opined, orated, ordered, owned.

petitioned, pleaded, pointed out, prayed, preached, proclaimed, pronounced, proposed, protested, provided.

queried, questioned, quibbled, quipped, quoted, quoth.

rambled, ranted, read, reasoned, rebutted, recited, recounted, refuted, regretted, reiterated, rejoined, related, remarked, reminded, remonstrated, repeated, reported, replied, reprimanded, requested, responded, resumed, retorted, revealed, ruled.

scoffed, scolded, shouted, snapped, sneered, spoke, sputtered, stammered, stated, stipulated, stormed, stuttered, suggested, supplicated, supposed, swore.

talked, taunted, testified, thought, tittered, told, translated, twitted, twittered.

upbraided, urged, uttered.

vowed.

wailed, warned, went on, wrangled.

And there are many others!

## Notes From The Editor's Desk

"December 10" and "I sat where they sat" were, for some reason, associated in the editor's mind as he put together this issue of *The Bulletin*.

December 10, 1953, is, in case any adviser doesn't know or has forgotten, the date when school newspapers should be at the CSPA offices at Columbia University in New York City for the 1954 contest. The date for magazines is January 15, 1954.

"I sat where they sat" was the text from Ezekiel of a sermon which the editor heard in a little village church in England some 35 years ago. The church was a 15th century Gothic one with an "ivymantled" tower, old yew trees and young cows in the church yard, and kerosene lamps, a hand-blown organ, colorful clerestory windows, and many other evidences of beauty and age inside that seemingly timeless symbol. The preacher was a rotund, ruddy-faced man who read his eloquent, dramatic sermons in a loud, resonant, and attractive voice despite his ill-fitting teeth. The point of his text was that if we would put ourselves in other peoples' places we would better understand their points of view and be more ready to cooperate with them.

If advisers will get their newspapers and magazine entries to CSPA at the proper time, and with due regard to proper mailing procedures, check enclosed, and entry blank correctly and fully filled in, then will the CSPA director and judges be better able to conduct the 1954 contest in a manner more satisfactory to all concerned. By this cooperation the advisers will then be sitting, as it were, where the CSPA director and judges sit.

When, then, the entry blank arrives, interested advisers should get busy and see that their newspaper or magazine entries get to New York by December 10 or January 15.

\* \* \*

Every adviser, it seems, has experienced the sensation of spotting a mistake as soon as his publication has come from the printer. "Why didn't I or someone else catch that error in proof," he or she may say. Well, the May *Advisers Bulletin* was no exception to this ancient situation. When the corrected page proof was left with the printer and he was told to go ahead, everything in the garden seemed lovely. Within three minutes of looking at the first printed copy — it may have been less than three — the editor noticed that the last line in column 2 on page 4 should have been put after the last line in column 2 on page 12. How or why this happened is impossible to say. The

### THE BULLETIN

The *Bulletin* is devoted to the interests and problems of faculty advisers of school newspapers, yearbooks, and magazines.

It is published four times a year in May, October, January, and March by the Columbia Scholastic Press Association, Columbia University, Box 11, Low Memorial Library, New York 27, N.Y. Subscription: \$1 per year.

The editor is Mr. Bryan Barker, active editorial faculty adviser of *The Mercersburg News*, The Mercersburg Academy, Mercersburg, Penna.

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editor apologizes to Miss Dorothy Cathell and Miss Lillian R. Brown for these misplaced lines in their articles. And what good articles both of them are!

\* \* \*

Those advisers who were present at the General Meeting of CSP Advisers Association at the convention in New York last March will remember that Miss Marguerite M. Herr was one of four who were given life membership in the Advisers Association. In acknowledging the honor, Miss Herr, in a letter to the President of the Advisers Association, wrote, in part, as follows:

"It makes me very happy to feel that I am still a member of the group though retired from active duty as an adviser. Membership through the years has meant so much to me. The guidance and stimulation I have received was invaluable in my work as adviser, and the delightful associations and fine friendships I have enjoyed have enriched my own life.

"I deeply appreciate the courtesy of Dr. J. M. Murphy, director of CSPA, in sending me the life membership certificate, and the very cordial message enclosed, immediately after the convention.

"I hope to be present at the 30th CSP convention to thank you and the Association in person."

\* \* \*

For an adviser to be taken to task—perhaps I ought to write "balled out"—by a colleague for some student error in the publication the adviser oversees is a familiar experience to many sponsors.

A story comes to hand that one non-teaching member of a faculty rebuked the adviser of the school newspaper because the words "revert back" instead of the one word "revert" were used by a student in an article. "Don't you ever read

anything before it goes in the paper," was one of the somewhat testy queries put to him. The adviser admitted the redundancy and quietly explained the circumstances about not reading the article prior to publication.

About three weeks later this same critic, a college graduate, put up a handwritten, public notice which contained four errors, one common word being misspelled twice. The adviser saw it and was tempted to say something to his erstwhile critic about people in glass houses, etc. But he said never a word.

Is not this the best way to deal with such a happening, a happening that probably occurs in every school every week of the academic year?

\* \* \*

The editor of these pages states in a CSPA booklet on "Humor in School Papers" that classroom "boners" and witty remarks are probably the most neglected form of humor for student-run publications. A Toronto, Ontario, teacher of English, David C. G. Sibley, sent six examples of Grade XI howlers to The London Times Educational Supplement, which printed them in their August 14 issue. Here they are:

"Caesar was not as good an orator as Antony but he could get by."

"The witches prophecies had a double meaning. They told Brutus that he would not be slain until the Plains of Philippi came to Dunkirk."

"Alan Breck was trigger happy with his sword."

"Adverb of Manner: He kissed her *softly* on the cheek."

"Adverb of Time: She hit him *after* he had kissed her on the cheek."

"The Battle of Blenheim tells of a battle fought on the premises."

# 'A Few Don'ts Concerning Yearbook Content for The New Sponsor'

By Ronald Bing

*This unusual article on what should and should not go into a yearbook appeared first in the April, 1953, issue of "School Activities." Mr. Bing is the manager of student publications at A. & M. College of Texas, College Station, Texas. The article is reprinted with the author's permission.*

If you are a yearbook sponsor you have been put "on the spot" many times by your student staff members. Perhaps the most uncomfortable spot is the one in which you are asked to mediate between staff members and the editor as to the propriety of particular pictures or editorial matter. Sometimes questions of this nature hold real problems for the inexperienced sponsor.

At the risk of being called presumptuous, selfrighteous, conservative, old-fashioned, or other unmentionable names, the writer will attempt to set down a few don'ts, concerning yearbook content, for the new sponsor. These don'ts are not intended to be a code for whip swinging "Simon Legrees," but rather a guide for sponsors who wish to solve their problems through the democratic process.

The role of a critic is never a popular one and it may be that Longfellow's view of critics applies to the writer: "Some critics are like chimney sweepers; they put out the fire below and frighten the swallows from their nest above; they scrape a long time in the chimney, cover themselves with soot, bring nothing away but a bag of cinders, and then sing out from the top of the house, as if they had built it."

Everyone would agree that the purpose of a yearbook is to present and preserve a picture history of the school year and that a secondary

purpose is to present the school to the public.

There are two other functions of a yearbook insofar as the student staff is concerned. The first of these is to develop a sense of responsibility by those students who are responsible for the production of the yearbook; and secondly, in the production of the yearbook to develop those democratic techniques and experiences that will carry over into adult life.

Quite often school yearbook sponsors are one of two types. The first type is exemplified by the individual who decided he can't do anything about the yearbook, anyway, and who lapses into apathy and hopes the "kids" will come through. The second type is completely authoritarian and he considers his destiny to be that of controlling every move of his student staff which results in the complete stifling of individual initiative. This makes both his job and that of the yearbook staff well nigh impossible.

A description of an ideal sponsor lies somewhere in between those two extremes. The authoritarian perfectionists will never make successful sponsors and neither will the easy-going apathetic types. Probably the happiest situations are those in which students are allowed a maximum of freedom and where a cordial feeling of trust and mutual responsibility lies between the staff

and sponsor. The sponsor does not expect perfection. It always remains as a goal to be achieved.

Every sponsor is confronted early with an enthusiastic new staff. The first cry on the part of student editors is for a bigger and better yearbook. The sponsor, of course, must realize that bigger does not necessarily mean better. Furthermore, in most cases, smaller is more likely to mean better in the end. The yearbook editor who has to delete pages from his book is more likely to produce a better book. The matter of having to eliminate poorer material improves the quality of the final product.

The yearbook sponsor should challenge an editor to defend his actions in allocating space in the yearbook. There must be a reason; if not, the size of the yearbook should be cut. Yearbook publishing is too expensive to gratify the whims of an editor who wants quantity rather than quality.

The sponsor must set up a system of rules that will guide the yearbook staff members so that they can recognize proper standards and turn out a book that is acceptable to their classmates and to the faculty and administrators of the school.

Now for some specific suggestions: first of all, the sponsor should examine the values upon which American culture rests.

The foremost pillar must be that of respect for the dignity of every human being. There must be no place in the yearbook for pictures, cartoons, or captions that tend to lessen a student's self-respect or for those that tend to degrade him in the eyes of his fellow-students or other people.

This means that the humor sections which frequently appear at the end of the book and poke fun at the faculty and at students who are unfriendly to the editor are out

of keeping with a book produced in the terms of our best traditions. Humor sections usually grow worse from year to year. Frequently the editor uses this section to test the sponsor; and succeeding editors will go a little further on the road toward pornography by using each preceding annual as the excuse for his actions. When a sponsor tries to eliminate such a section from a yearbook he is always confronted with tradition and the statement, "Well the students expect it." The answer to such a suggestion goes like this: "If the purpose of a yearbook is to make fun of others, it has no excuse for being."

There is a place for wholesome fun and humor in the yearbook. No one is insisting upon solemnity. Everyone likes to laugh; but the laughter must be of a wholesome kind and must not be done at the expense of a particular individual.

Frequently the informal style of yearbook editorial matter lends itself to the use of semi-profanity, incomplete sentences, poor grammar, questionable slang terms which belong to an age that has tried to distinguish itself by uniqueness of expression. All copy should be written in correct grammatical style and should avoid oversentimentality.

Some thought should be given to the overall content of the yearbook. Centuries from now if by some miracle a few of the school yearbooks are discovered by archaeologists they are more likely to consider them publications of some athletic cult rather than the yearbook of an educational institution.

The school yearbook will be kept by its owner for many years. Its value will be considerably lessened if no mention is made of teachers or classroom study. Activities do fill a big gap in the student program and it is also true that no student has

received an "F" in activities yet. Nevertheless studies still play a major part in school life and deserve some mention. The yearbook that does not contain the pictures of the faculty is one that is incomplete and will be of considerably less value to its owners in the years to come.

The ideal of public service needs to be inculcated into the minds of the school yearbook staff. Horace Mann long ago admonished the youth of Massachusetts, "Be ashamed to die until you have won some victory for humanity."

A glance at public life in America will reveal many instances in which men have accepted public trusts and responsibilities only to subvert them to their own selfish ends. Translated into terms that the yearbook staff understands, this means that all groups on the campus will be given fair representation in the yearbook. This doesn't mean that pictures of the editor's girl friend will appear on every other pages; nor does it mean that the activities and organizations in which the yearbook staff is interested will receive recognition out of proportion to that received by other student groups. This also means that the editor and other staff members must rise above using the book as a means of settling quarrels or grinding axes.

Another principle to govern the yearbook sponsor must be that of encouraging respect for law, order, and the social mores. Translated into action terms, the staff needs to understand that all privileges must be accompanied by responsibilities. After all, there can be no freedom if there are not accompanying responsibilities.

Too long freedom has meant "freedom to do as I please" without regard for accompanying responsibilities or for the rights of others.

Hazing in most states violates the state law. Yet there is frequently a desire expressed to include pictures of initiations where hazing is taking place in the yearbook. The yearbook editor will usually give as his reason, "Well it happened. You wouldn't want me to be two-faced and pretend that it didn't happen." This problem can best be handled by pointing out that such pictures make hazing a part of the record and tend to encourage it; whereas if it passed unnoticed by the yearbook, it might, with the help of administrative action, pass from the student scene.

The final over-all outcome of a student activity program must be the acceptance of responsibility by students and the overcoming of obstacles through democratic procedures. It is your job, as sponsor, to lead your yearbook staff to feel strongly enough about the yearbook to desire to turn out a book that is a credit to themselves and to the school.

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## 2 CSPA DELEGATES ATTEND CITIZENSHIP CONFERENCE

Miss Mary E. Murray, former president of the CSPA Advisers Association, and Mr. Bryan Barker, editor of the Advisers Bulletin, represented CSPA at the NEA-Attorney General's Eighth National Conference on Citizenship in Washington, D. C. on September 17, 18, and 19.

The conference was held at the Statler Hotel, the whole building, almost, being given over to such things as sectional discussions, a special dinner, a special luncheon, and various conferences. The number of organizations represented from all parts of the United States was impressive.

The theme this year was: What Price Freedom?

# Student Opinion Polls Provide Much Information For Articles

By The Editor

Student opinion polls can provide much source material on many topics for many articles in school newspapers and magazines. To get at this source material some extra work is needed by the student staff and, possibly, some instruction and supervision by the adviser. Voltaire's saying, however, "out of nothing, nothing comes," applies here as in every aspect of human endeavor.

Serious, student opinion polls in too many schools are not very successful, it seems. If this is so, it is because, usually, students answer the questions in a flippant, smart-alecky manner. They answer that way because their flippant, smart-alecky observations are printed in the student publication; or, if not printed, talked about by the publication staff. If that is what is wanted, the comments above are superfluous. But once these so-called funny answers are printed, then a future conscientious sampling of serious, student thinking becomes nearly impossible.

The writer of these words is the editorial faculty adviser to a weekly, six-page paper in a Pennsylvania private school for boys between the ages of, usually, 14 and 18. For a number of years now a successful balloting of serious student thinking, under the name of "My Personal Opinions," has taken place at the beginning of each academic year. It is true that occasional flippant answers have appeared on the ballot papers; but those particular answers have never appeared in print and rarely talked about around school.

How is this student opinion poll conducted at The Mercersburg Academy?

The 36 questions given below were devised or approved of by at least six of the writing staff of The Mercersburg News in September, 1952. Three small stencils were cut, printed on 8½ by 11 inch paper, and then stapled together. During one evening study hour — the reader should again remember the school is a boarding one — the newspaper staff distributed these three-page ballots to each boy in each dormitory and collected up the filled-in sheets about an hour later. Next day the ballot papers were placed in alphabetical order, and each letter group filed in a separate folder. All these papers were kept and used continually throughout the academic year.

In the morning before the evening when the three ballot papers were to be filled in, this adviser stood up in assembly of the whole school, announced what was to take place that evening, urged everyone to fill the ballot papers and to do so seriously, and asked all those so doing to write legibly and in ink if possible. Apart from some inevitable spelling errors — even to the point of one or two boys misspelling their own names — the results have always been surprisingly good.

The information and opinions thus obtained from and about each boy are of immense value to a school publication; and particularly so if personality sketches of students are used all the time. At Mercersburg two of these biographi-

cal sketches appear each week in the student paper; and the "My Personal Opinions" ballot papers of those particular boys are very helpful at that time.

Even the adviser with little experience will see that there is much material in the answers, reasons, or comments for extended articles on academic, sports, sociological, political, and other matters.

Below follows the wording of the "My Personal Opinions" ballot as answered by 98 per cent of the Mercersburg student body in September, 1952. Obviously, the questions are for boys in a boys' boarding school. Any adviser is free to use, alter, or add to the questions in any way he and his staff think suitable.

Experience has shown that questions 12, 14, 15, 24, 25, 26, 32, and 33 require two and three double-spaced lines across the ballot sheet in order that those questions can be answered properly. Some will require one full line, and others, obviously, much less space. Experience has also shown that if questions can be asked that need only a check mark or one or two words to answer them, then the tabulation of the results will be much easier.

The results of this 36-question ballot were not tabulated all at once. If, for instance, it seemed desirable to report the result of, say, question 24, two members of the newspaper staff tabulated the results, one of them being the boy who wrote the article for the paper.

The wording of the ballots:

#### MY PERSONAL OPINIONS

Write as legibly as you can. No part of the information you give will be used associated with your name in the school newspaper, The Mercersburg News, unless your permission is at first secured. Serious,

honest answers are wanted; there are no flippant questions. Give your own opinions — not those of your roommate or a member of the faculty.

It is impossible to ask questions that will suit all ages and tastes. Do your best with them. Even if as an old boy you have answered these questions before, your opinions are wanted all the more; and if you are new, go ahead and don't be afraid—it's not an exam!

Your name (print in the order of last name, first name, middle name).

Your nickname — if you have one (print).

1. Favorite sport which you like to (a) watch, (b) take part.
2. What one school subject do you like best?
3. What do you think is your hardest subject?
4. What do you think is your easiest subject?
5. What one school subject taught here do you feel is most important to your future?
6. What is your preference for a career?
7. Do you expect to follow the same occupation as that of your father? Check only one. Yes; No; Don't know.
8. What political party do you favor?
9. What man would you like to see as the next president of the United States?
10. Are your political opinions the same as those of your father? Check one: Yes; No; Don't know.
11. In a U. S. presidential election, would you, if eligible, vote for a man because he is supported by the party you favor, or would you vote for him as a man regardless of party? Check one of these: Vote

for man because supported by party I favor; Vote for him as a man regardless of party.

12. Do you think military training should be part of the education of all boys of your age? Check one: Yes; No; Don't know.

Give briefly your main reason.

13. Assuming you could have your choice, which branch of the United States armed forces would you prefer to join?

14. Check which you prefer for yourself: large college, small college.

State briefly why.

15. What do you think is the main objective of competitive sports in schools and colleges? This may seem a hard question. Be brief.

16. What college do you hope to attend?

17. Name your favorite automobile.

18. Name your favorite cigarette if you smoke them. If you do not smoke, do not answer. (But don't hesitate to be honest if you smoke at all, for nobody will know).

19. Name your favorite kind of music.

20. Name your favorite musician — vocalist, conductor, or otherwise.

21. Do you dance? Check one: Yes; No.

22. If you dance, what type of dancing do you prefer? Check one: Slow; Rumba; Jitterbug! Foxtrot; or (write in).

23. What is your hobby?

24. Assuming you were allowed only one, which Mercersburg distinction would you prefer here. Check only one, please: The athletic Mercersburg "M"; Membership in "Cum Laude" society for high scholarship.

Give briefly your reason.

25. What work, loafing, trips, etc., occupied your time this past summer? Give details of places, work, etc., briefly.

26. What impressed you most when you first came to Mercersburg?

27. What is most important in your future: money, fame, good health, or the respect of your community? Check only one of the following, please: Money; Fame; Good Health; Community respect.

28. What type of movies do you prefer?

29. Who, in your opinion, is the number one artist in the movies today?

30. Could you name the one quality you admire most in a teacher?

31. Do you think there will be another world war in the next ten years? Check one: Yes; No; Don't know.

32. Do you favor the introduction of the honor system at Mercersburg? (Note carefully: The complete honor system means that in tests you do not receive help, give help, and that you report all others you see doing either or both). Check one: Yes; No; Don't know.

Give your main reason.

33. Do you think some religious training is an essential part of your education? Check one, please: Yes; No; Don't know.

Any comment on this?

34. What foreign country would you like to visit most? Name only one please.

35. Age to nearest month as of October 1, 1952.

36. Weight without clothes; Height.

# Guide To Good Books

By Hans Christian Adamson

(Colonel, U. S. Air Force, retired. Author in the fields of aviation, astronomy, popular science, biography, history, transportation, nature, etc. The reviews appearing in this October, 1953, issue of the Columbia Scholastic Press Advisers Association Bulletin, published quarterly at Columbia University in the City of New York, are also distributed to four hundred United States Armed Services libraries in thirty-six Commands throughout the world.)

Fresh as an ocean breeze, seasoned with a pinch of gun powder, is the latest sea saga by C. S. Forrester entitled *Hornblower and the Atropos* (Little, Brown — \$3.50—fic.). Much time has slipped down the horizon since the first Hornblower story made its mark about two decades ago but, unlike other fiction characters the sturdy Horatio Hornblower of the King's Navy has not suffered by repetition. Here we find him at the time of the death of Lord Nelson waging a private war of his own for recovery of sunken gold in Turkish waters. A splendid opportunity for slam-bang action, and Mr. Forrester makes the most of it.

Billy the Kid — the Brooklyn boy who, in the few short years of his life, rose (or fell) to the position of a notorious desperado of the South West — gets rather gentle treatment in *Billy the Kid* (Duell, Sloan & Pearce — \$3.75 — fic.) by Edwin Corle. Just how closely this novel follows the true life curve of the young gun slinger, I am not prepared to say but, accurate or not, the book makes good reading and conveys an atmosphere of authenticity.

*Mexican Jumping Bean* (Putnam

— \$3.50 — bio.) by Pepe Romero is an up-to-the-moment life history of a young man who has risen rapidly as a chronicler of the activities of Uncle Sam's nephews and nieces in Mexico City. Its primary interest is that it covers the years of the Norte Americano invasion in the ancient Aztec city. Through the observing eyes of Senor Romero, the reader learns many interesting facts about international celebrities.

One may not be crazy about horses to enjoy Jack Creamer's collection of 22 striking stories about horses and men, and oddly enough entitled *Horses and Men* (Coward McCann—\$4.00—fic.). The volume includes such experts on the subject as Jack Kofoed, Charles E. Van Loan, John Taintor Foote, and George Agnew Chamberlain. Most of the stories deal with the race track.

Another kind of racing is dealt with in two books about international auto speedways and which are good companion pieces. First, we have *The Racer* by Hans Ruesch (Ballantine Books—\$1.50—fic.). Second, *The Streak* (MacMillan—\$3.00—fic.) by Paul Darcy Boles. Of the two *The Racer* wins

first place by several lengths. It portrays the scenes, people, and activities of big-time European races on a scope never equalled within the range of my observation. The author, once an ace-driver, plants the reader smack in the bucket seat on his right and takes him down the thundering road of racedom with blood-chilling realism. The same may be said for *The Streak*, except that the author of this rather slim volume gives too much space to a thin love story which somehow does not seem real.

The brand-new under-the-ocean-world that has been brought within the ken of Man by new types of diving equipment and submarine cameras makes an interesting surfacing in the Red Sea through the pages of *Manta* (Rand McNally — \$4.50 — non-fic.) by Hans Hass, famed under-water explorer and camera man. Mr. Hass first came to notice by way of his stories of fish studies in the Caribbean. Now he devotes himself to the realm of the giant Manta, ghostly creatures that inhabit a coral world of fantastic beauty.

The woods — meaning those converted to library shelves — are well stuffed with books about African hunting trips. But even so, room should be made for *Horn of the Hunter*, the story of an African Safari by Robert C. Ruark (Doubleday — \$5.95 — bio.). Some thirty drawings by the author and three score pages of photographs help the natural enchantment and readability of this truly remarkable book about a hunting trip. Mr. Ruark, a noted reporter, sees the Dark Continent through the eyes of a top-notch journalist, and the views he reveals are startlingly real and unusually heart-moving.

*London Calling North Pole* by H. J. Giskes (British Book Centre —

\$3.50 — non-fic.) has all it takes to make a first class thriller. Unhappily, its author wrote it in  $\frac{1}{2}$ -D instead of 3-D. Here is a book that reveals the most fantastic counter-espionage operation in Holland during World War II. For months on end German spies actually took over and operated a string of secret British operators, including even one of the top men in the Dutch Underground. Even if Mr. Giskes missed the boat in story treatment, he still has a top tingler.

Ferdinand Magellan sails again on his globe-encircling expedition in *So Noble A Captain* (Crowell — \$6.00 — non-fic.) by Charles McKew Parr. While the book does not reveal anything basically new about Magellan, it presents him on an unusually high human level. Of special interest is the attention given to Magellan's family background and youth.

The large number of men and women interested in the forsaken ghost towns and long deserted mining camps of the Old West, will find a sturdy companion in *The Bonanza Trail* by Muriel Sibell Wolle (Indiana Univ. Press — \$8.50 — non-fic.). Through these pages Mrs. Wolle follows, state by state and range by range, the dismal gold-conda where men sought sudden riches in the rocks and frequently found them. Beautifully illustrated with maps, drawings, and diagrams. No cold statistical trail here. *Bonanza* is full of human throb and bounce.

Frank Rounds, Jr., served his allotted eighteen months as a member of the United State Legation in Moscow. He learned all he could from his unique vantage point, the American Embassy. The result is *A Window on Red Square* (Houghton Mifflin — \$3.00 — non-fic.). Throughout, the book is in

diary form and thus conveys a freshness and realism that increases the obvious effort toward objectivity by the author. Mr. Rounds reveals that even the life of a diplomat is no bed of roses in Moscow.

There are times when the reader forgets that *The Florentine* (Prentice-Hall — \$3.95 — fic.) by Carl J. Spinatelli is a work of fiction. This remarkably realistic novel about Benvenuto Cellini has the 3-D treatment which "London Calling North Pole," previously referred to, lacked. The 16th Century Rome comes to a throbbing life under the author's brilliant treatment. One could be churlish and say that there is nothing in the backbone of the book that does not appear in Cellini's own famous biography, but the fact remains that Mr. Spinatelli produces a vibrant slice of Cellini and his times that fairly leaps out at the reader from between the covers of the book.

In *White Hunter Black Heart* (Doubleday — \$3.95 — fic.) Peter Viertel transports a motion picture production unit from Hollywood to Africa by way of London. Like most books populated with screen people, this is not a pretty tale. On the contrary, the characterization of the brow beaten financier-producer, the completely selfish and brutal director, and the odd lots of scenario pretties, male and female, one meets in the London and Africa of this volume are mainly weak and unattractive people. Backbone of the plot is the director's almost insane desire to kill an elephant.

Half a dozen roads to doomsday are revealed by Kenneth Heuer in *The End of the World* (Rinehart — \$3.00 — non-fic.). This rising young astronomer discloses how forces of space may bring about the cataclysmic and sudden extermination of

the thin skin of life that is stretched around the globe. Among the exit cues for Mother Earth — more final than those of man-made atomic or hydrogen extinction — would be the death of the sun, the explosion of the sun, the destruction of the moon, heavy asteroid bombardment or star collisions. It is all very real, rather frightening, and the very fact that Mother Earth has been proceeding peacefully on her way in space for some three billion years is no reason that a sudden cataclysm may bring her journey to an end. Mr. Heuer has a lively style and a most convincing manner. Like the Fat Boy in Dickens he tends to make your flesh creep.

Come December, the world will celebrate the 50th anniversary of human flight in controlled, power-driven, heavier-than-air flying machines. Anticipating the interest this half-century mile stone along the airways will create, Lloyd Morris and Kendall Smith have written *Ceiling Unlimited* (Macmillan — \$6.50 — non-fic.). The authors give a graphic account — well illustrated — of the saga of American air progress from the first feeble flight at Kitty Hawk by the Wrights to the thundering sweep of the supersonic jets of the dawning tomorrow.

Three cheers for Raymond Cannon, author of *How to Fish the Pacific Coast* (Lane-Sunset — \$4.00 — non-fic.). He has fulfilled the long-felt need among Pacific Coast salt water fishermen — professional and amateurs, experts and neophytes alike — for a well-rounded, authentic book on salt water fishing from Mexico to Canada. Full of solid information and equipped with comprehensive cross index, Mr. Cannon deals with every popular method of fishing except how to

cook the catch. Well illustrated.

Those who read *House Divided* by the late Ben Ames Williams should place *The Unconquered* (Houghton—\$5.00—fic.) near the top of their must list for fall reading. This volume covers the reconstruction period immediately following the Civil War and focuses its powerful diagnosis on the problems created when a boy from Maine falls in love with a girl from Louisiana. New Orleans is the main scene. This fine book provides a worthwhile "30" to the much-too-short writing career of Mr. Williams.

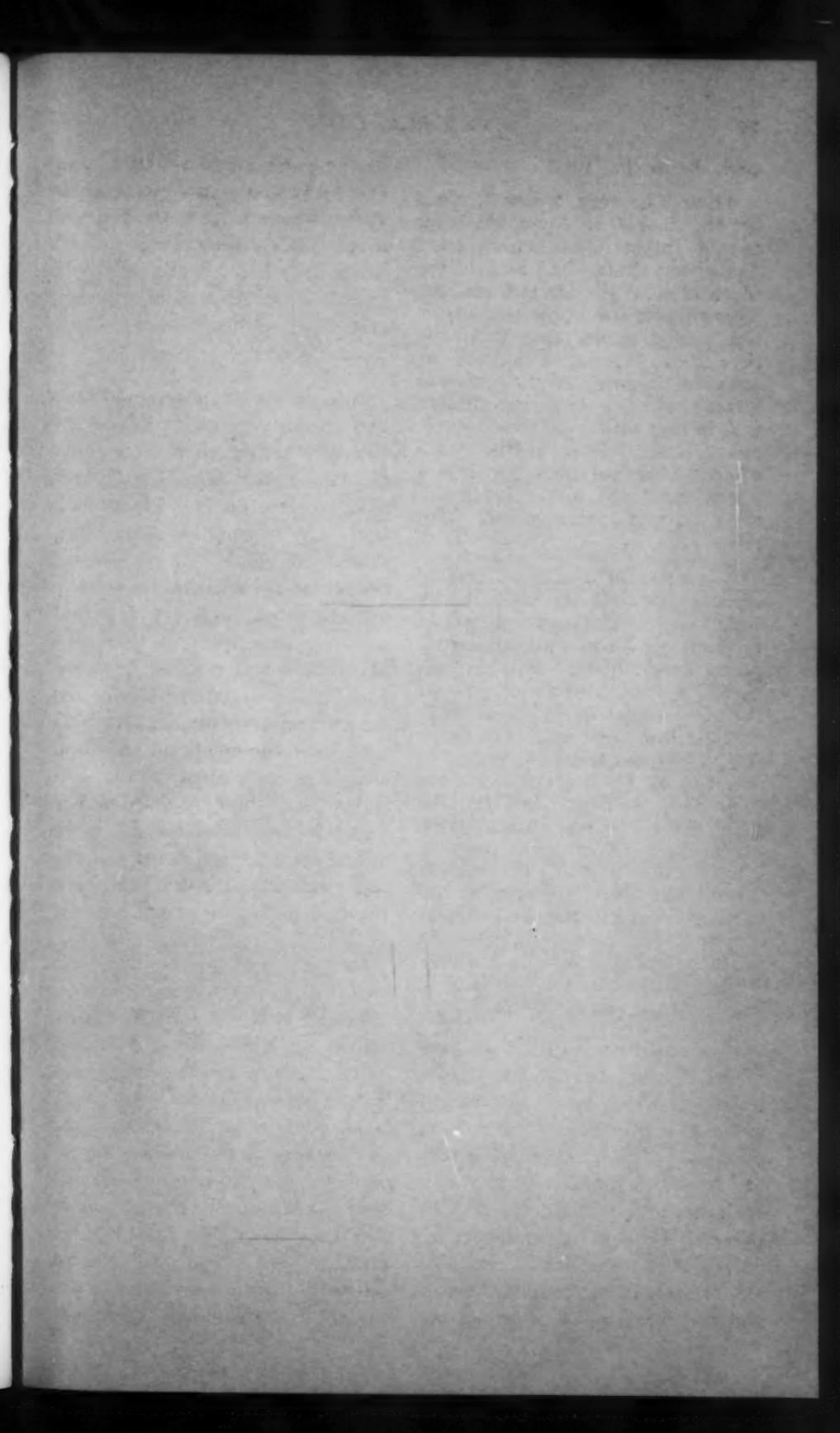
A quarter of a century ago, to the day, the book just authored by Col. Charles A. Lindbergh would have hit the world with the impact of an atomic bomb. At long last, he has written his own account of the New York-Paris flight that brought him fame in the late twenties. Appropriately he calls it *The Spirit of St. Louis* (Scribner's Sons — \$5.00 — non-fic.). In its day, *We* filled the bill. The current book of the flight project gives magnificent details of Col. Lindbergh's actions and reactions during the famous trans-Atlantic hop. It is colorful, yet poetic; brimful of action, yet philosophical. A worthwhile addition to the aviation libraries of the world.

Now and then, in the mad pace of the journey through life it pays to stop and look back. A pleasant aid in that direction is a new book by Robert St. John called *This Was My World* (Doublday—\$3.95—bio.). It flashes back in vivid anecdote to the jazz age and the gun-barking decade of the prohibition era. The main setting of the book is Chicago and the characters that held sway

in the gang kingdoms of Capone and O'Banion. Interesting is the author's experience in dealing with thugs in gangster-ridden Cicero (Illinois) where young St. John edited a weekly crime-crusading newspaper in the face of several narrow shaves.

One of the most warm-blooded and human word portraits of George Washington is to be found in *The Great Man* by Howard Swiggett (Doubleday — \$5.00 — non-fic.). Mr. Swiggett has striven hard to make the Father of our Country emerge as a human being and he has succeeded nobly. It is a soul-satisfying experience, in these days of turmoil and trouble, to travel back 'o the founding days of this nation and read George Washington's own comments on the problems that confronted him and to realize that there is nothing new under the atomic sun when it comes to careless citizenship and commercial patriotism. They, too, were among Washington's great burdens.

Not the least among the many historical novels written by Bruce Lancaster is *Blind Journey* (Little, Brown — \$3.95 — fic.). The time is 1781 and the central character is Ward Gratwick, a young American, taken prisoner by the English but who escapes to Paris where he becomes secretary to Benjamin Franklin, then Minister to France. Gratwick escapes to the United States where a good action plot on land and sea leads the reader to the surrender of Cornwallis at Yorktown.



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